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## ABSTRACT

This directory lists 48 successful public school, community college, and public university partnership programs to improve access and educational achievement for Arizona's American Indians, Hispanic-Americans, and other minority groups. The directory was compiled from questionnaires mailed to programs identified by the Arizona Minority Education Access and Achievement Cooperative (AMEAAC). AMEAAC is a voluntary association of senior-level public education officials and citizens whose primary mission is to improve minority educational achievement through cooperative planning, program development and shared expertise. The programs are listed in three categories: (1) Dwight D. Eisenhower Mathematics and Science Education Act programs funded for fiscal year 1990-91; (2) AMEAAC Medallion Award programs honored in 1991 for their success and promise for future replication; and (3) AMEAAC funded pilot programs. Entries provide the name of the program, program goals, participants, target groups, selection criteria for program participants, length of program, program impact and achievements, when the program ceases to exist or its funding ends, and the program director's name and address. Also included are an alphabetical index of programs, a map showing program locations, and a glossary. (LP)

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# MINORITY STUDENT ACHIEVEMENT PARTNERSHIPS: WHAT'S WORKING IN ARIZONA

## Volume One

A directory of public school,  
community college, and public  
university partnership programs  
improving minority access and  
achievement in Arizona

Arizona Minority Education Access and  
Achievement Cooperative (AMEAAC)

September 1992

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achievement in Arizona**

**A project of the  
Arizona Minority Education Access and  
Achievement Cooperative (AMEAAC)  
1535 W. Jefferson  
Phoenix, Arizona 85007  
(602) 542-4810**

**Compiled by:  
Morrison Institute for Public Policy  
School of Public Affairs  
Arizona State University  
Tempe, Arizona 85287-4405**

## Purpose

The Arizona Minority Education Access and Achievement Cooperative (AMEAAC) is a voluntary association of senior-level public education officials and citizens. It was formed in 1989 by the chief executive officers from the three boards that govern Arizona's public education systems: Arizona Board of Regents, State Board of Education, and State Community College Board. An Operating Committee assists the Board in carrying out its work.

AMEAAC's primary mission is to assist the three governing boards and their institutions in the fulfillment of their commitments to improve minority educational achievement through cooperative planning, program development and shared expertise. Specifically, its mission is to: advocate the development of mutually supportive public education goals for each system for minority achievement; promote the use of inter-board partnerships to develop complementary public education policies to enhance minority achievement; maintain a leadership role in facilitating interaction among governing boards, faculties and administrations to develop partnerships; maintain a leadership role in promoting interaction among educational institutions and external organizations; support acquisition of resources targeted to promote minority achievement partnerships; and develop and support public education programs to inform the citizens of the state about the importance of improving minority student achievement. The purpose of this directory is to highlight successful programs throughout Arizona and to provide an additional resource guide for others seeking to improve minority access and achievement.

## Directory Contents

*Minority Student Achievement Partnerships* was compiled from questionnaires mailed in spring 1992 to programs identified by AMEAAC. Several follow-ups by telephone and mail occurred; *however, it is important to note that only those programs for which questionnaires were returned are included. In addition, the directory only includes self-reported information as provided by program personnel.* Responses were edited for clarity and consistency only.

*Minority Student Achievement Partnerships* includes three sections of programs designed to improve achievement:

- Fiscal Year 1990-1991 funded *Dwight D. Eisenhower Mathematics and Science Education Act* programs
- *AMEAAC Medallion Award* winning programs honored by AMEAAC in 1991 for their success and promise for future replication
- *AMEAAC* funded pilot programs.

Entries provide the name of the program, its objectives, partners, targets, selection criteria, duration, impact, end date, director, address, and telephone number.

An alphabetical index of programs is at the end of the directory.

## **Glossary**

<b>Objectives:</b>	Goals of the project
<b>Partners:</b>	Participants in achieving the project's goals
<b>Targets:</b>	Group(s) at whom the goals are aimed
<b>Selection Criteria:</b>	Criteria used to choose those admitted to the program
<b>Duration:</b>	Length of the program
<b>Impact:</b>	Changes as a result of the program
<b>End Date:</b>	When the program ceases to exist or its funding ends

## **Acknowledgements**

The Arizona Minority Education Access and Achievement Cooperative would like to extend its thanks to the Morrison Institute for Public Policy, School of Public Affairs, Arizona State University, for its assistance in collecting data, editing, writing, and formatting this directory. Appreciation is also due to the Publication Assistance Center, College of Public Programs, Arizona State University.

## **Dedication**

This directory is dedicated to the memory of Dr. Janet K. Schnorr, Eisenhower Program Coordinator and Arizona Board of Regents Loaned Executive 1991-92, Associate Professor of Psychology, Northern Arizona University.

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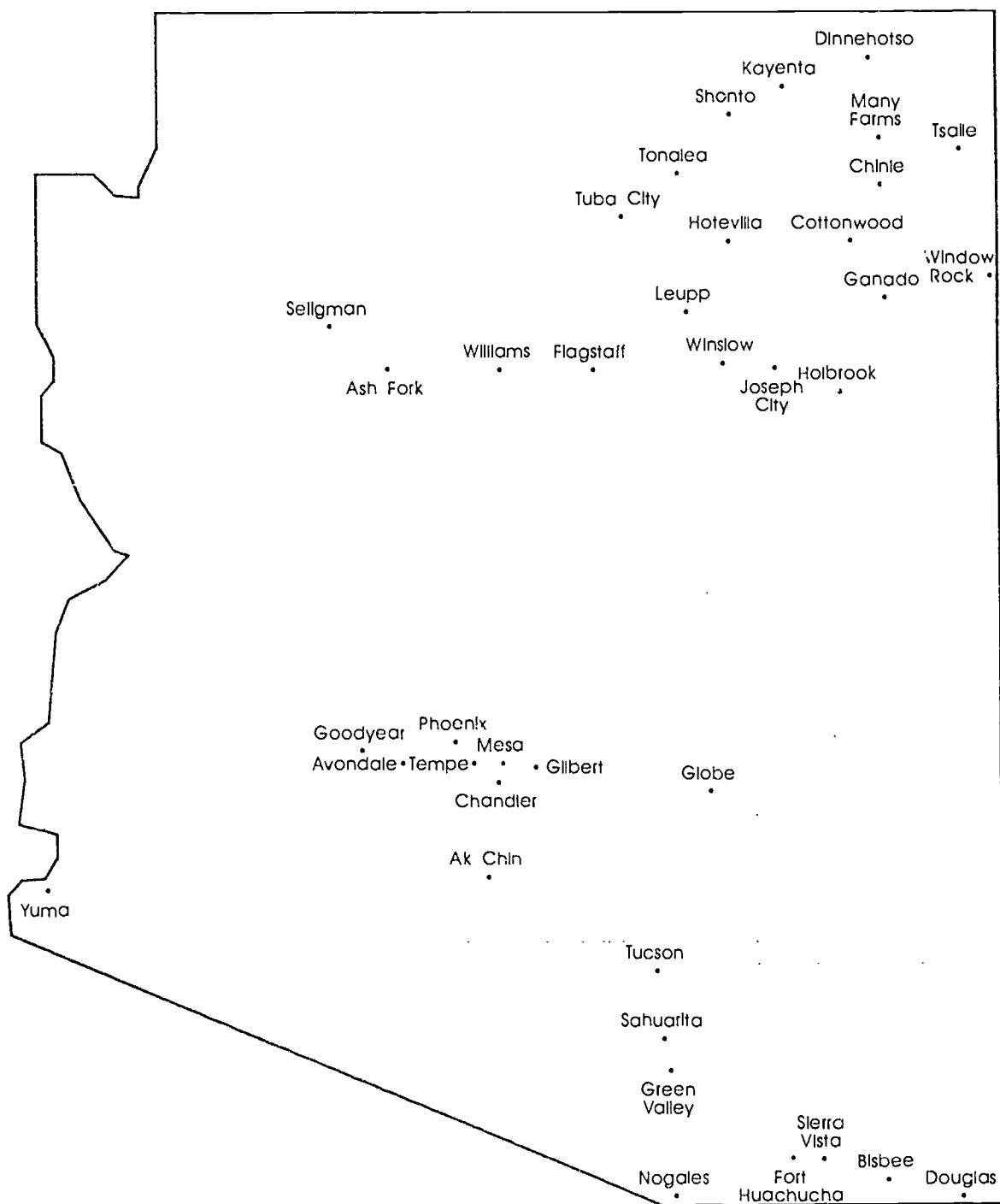
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## Minority Student Achievement Partnerships

The programs listed in this directory have involved scores of students in numerous school districts across Arizona. The map below shows the location of many of the partnership programs. Other areas of the state which were not specifically identified during the development of the directory are also being served.





## Arizona Science and Environment Education Development 1992

<b>Objectives:</b>	<p>Promote the teaching of the <i>Arizona Science Essential Skills</i> to minority students</p> <p>Extend the understanding of science, math, and environmental issues by teachers of minority students</p> <p>Provide teachers of minority students with training in the use and development of Arizona Student Assessment Plan science modules</p> <p>Develop science resource teams in schools with high minority populations</p> <p>Provide leadership training for teachers in schools with high minority populations</p>
<b>Partners:</b>	<p>Northern Arizona University; Greasewood School and Ganado Intermediate School, Ganado; Eagle's Nest Middle School, Tuba City; Leupp School, Inc., and Leupp Elementary School, Leupp; Shonto Boarding School, Shonto; Window Rock Elementary School; Fort Huachuca Schools; Bisbee Unified District #2; Sierra Vista Public Schools</p>
<b>Targets:</b>	<p>Teachers of Native American and Hispanic students in grades K-8</p>
<b>Selection Criteria:</b>	<p>Tearas submitted applications describing needs and existing programs</p> <p>Teams in schools with high percentages of minority students and whose needs could be met by this program</p> <p>Administrative support from the school</p>
<b>Duration:</b>	<p>Five week summer program; follow-up meeting in the fall</p>
<b>Impact:</b>	<p>Program is just beginning; similar program last year resulted in more culture-based science curriculum in several schools</p>
<b>End Date:</b>	<p>December 31, 1992</p>
<b>Director and Address:</b>	<p>Dr. Paul Rowland Box 5774 Northern Arizona University Flagstaff, Arizona 86011 (602) 523-5823</p>

## Carnaval Matematico

<b>Objectives:</b>	<p>Strengthen mathematical understanding of middle school ethnic minority students by engaging in a series of activities in geometry, probability and statistics, logic and patterns, and measurement, while in a relaxed and festive environment</p> <p>Develop a positive attitude toward and an interest in mathematics</p> <p>Develop participant skills in writing in mathematics</p> <p>Promote cooperation among peers by working in small groups</p>
<b>Partners:</b>	Department of Mathematics, University of Arizona; Tucson Unified District #1; Sunnyside Unified District #12; Tucson Children's Museum
<b>Targets:</b>	Ethnic minority students in grades 6-7
<b>Selection Criteria:</b>	<p>Open to any target student</p> <p>Selection is handled by participating school districts; applications are processed on a first-come-first-served basis</p>
<b>Duration:</b>	<p>Summer program; each Carnaval will last one week</p> <p>During 1992, there will be four summer Carnavals: two in June, two in July</p>
<b>Impact:</b>	<p>Three Carnavals are completely full, with some students on waiting list.</p> <p>Fourth Carnaval has a few openings, which will soon be filled.</p>
<b>End Date:</b>	Summer 1993
<b>Director and Address:</b>	<p>Dr. Marta Civil Department of Mathematics University of Arizona Tucson, Arizona 85721 (602) 621-6873</p>

## **Coalition for American Indian Mathematics and Science Achievement (CAIMSE) Initiative of Project PRIME**

<b>Objectives:</b>	Increase the number of minority students who receive solid academic preparation and go on to college
<b>Partners:</b>	Project PRIME; Window Rock and Globe area high schools
<b>Targets:</b>	Minority elementary and high school students in the Window Rock and Globe areas
<b>Selection Criteria:</b>	Students attending the above-mentioned schools  Schools with a substantial Native American population are eligible
<b>Duration:</b>	Year long activities, supplemental and integrated into regular curricula; summer and after-school activities provide support for students and parents
<b>Impact:</b>	Program is now in two new regions, providing previously unavailable academic support
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Dr. Gary D. Keller Cardenas c/o Hispanic Research Center Arizona State University Tempe, Arizona 85287-2702 (602) 965-5388  Dr. John Lincoln Arizona State University Downtown Center, 2nd floor Phoenix, Arizona 85004-2337 (602) 965-8510

## Community Science Programs (CSP)

<b>Objectives:</b>	<p>Increase parent and community involvement in science and mathematics activities in their children's schools</p> <p>Increase adult involvement to enhance the success of the school</p> <p>Develop plans which are responsive to a community's particular needs and sensitivities; use these plans to integrate with and supplement ongoing curricular and community activities</p>
<b>Partners:</b>	<p>Northern Arizona University Department of Physics and Astronomy; Museum of Northern Arizona; American Indian Science and Engineering Society; Hopi Tribe; numerous small schools and school districts in northern Arizona</p>
<b>Targets:</b>	<p>Rural schools in northern Arizona, particularly those enrolling substantial numbers of Native American students</p>
<b>Selection Criteria:</b>	<p>Applications are through the project director or through the Hopi or Navajo field coordinators; accepted on a first-come basis upon assisting in design of an individualized science and mathematics program</p> <p>Commitment to: follow through on the program; submit a summary report; repeat effective elements of the plan after termination of the funded phase of the project</p>
<b>Duration:</b>	<p>Individualized programs are conducted during the school year</p>
<b>Impact:</b>	<p>Workshops on the Hopi reservation have resulted in two well-attended "back to school" programs and have contributed to parent support for a school reorganization plan being implemented by one of the villages</p> <p>Individual plans are being developed in schools serving Navajo, Havasupai, and Kaibab Paiute students</p>
<b>End Date:</b>	<p>July 31, 1993</p>
<b>Director and Address:</b>	<p>Dr. Robert L. Swift, Adjunct Professor Department of Physics and Astronomy Northern Arizona University Box 6010 Flagstaff, Arizona 86011-6010 (602) 523-2661</p>

## **Critical M.A.S.S. Mathematics and Science Specialists**

<b>Objectives:</b>	<p>Relate the concepts and recommendations of national policy studies and state mandates to classroom situations</p> <p>Provide workshops in important pedagogical techniques and approaches: cooperative learning; writing to learn mathematics and science; interdisciplinary approaches to teaching mathematics and science; bringing original research into the classroom</p> <p>Provide intensive training with tools recommended in major policy studies (i.e., National Council of Teachers of Mathematics [NCTM] Standards): e.g., graphic calculators and computers</p> <p>Review topics in mathematics to strengthen teachers' backgrounds in context of specific exercises on calculators and computers</p> <p>Provide workshops in curriculum development, with emphasis on NCTM and <i>Arizona Science Essential Skills</i> and <i>Mathematics Essential Skills</i></p> <p>Network schools to each other and to the Northern Arizona University Science and Mathematics Learning Center to provide better articulation and sharing of ideas, curricular materials, pedagogical strategies, and assessment of the project on both students and teachers</p>
<b>Partners:</b>	Arizona public schools and Northern Arizona University
<b>Targets:</b>	Teams of teachers from Arizona schools with minority enrollments
<b>Selection Criteria:</b>	Formal application process; 21 teachers in teams of three from seven schools with minority enrollments
<b>Duration:</b>	Summer program, as of June 1991
<b>Impact:</b>	Greater use of graphic calculators in mathematics courses; incorporation of more applications of mathematics in science courses
<b>End Date:</b>	Grant expiration is June 1992
<b>Director and Address:</b>	<p>Dr. Diane Ebert-May Science and Mathematics Learning Center Northern Arizona University Box 5697 Flagstaff, Arizona 86011 (602) 523-7160</p>

## **Current Topics for Biology Teaching**

<b>Objectives:</b>	Help teachers increase minority student interest in the biological sciences by enabling teachers to bring the excitement of recent discoveries to the classroom Update teachers' knowledge and develop hands-on laboratory experiments or activities for use in the middle or high school classroom
<b>Partners:</b>	School districts with high minority student enrollment in Tucson and surrounding rural communities, particularly Green Valley and Nogales
<b>Targets:</b>	Middle and high school teachers of biological science who are ethnic minorities or who teach in schools with a high minority enrollment
<b>Selection Criteria:</b>	Not known
<b>Duration:</b>	One evening per week in spring and fall
<b>Impact:</b>	Not yet known
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Dr. Martha L. Narro Department of Biochemistry Biological Sciences West University of Arizona Tucson, Arizona 85721 (602) 621-1671

## **Project TEAMS Teachers Engaged in Alternative Math Strategies**

<b>Objectives:</b>	Improve the quality of mathematics instruction for limited English proficient students in grades 4-8 Facilitate a collaborative professional relationship between bilingual specialists and regular classroom teachers
<b>Partners:</b>	Arizona State University and Roosevelt School District #66
<b>Targets:</b>	20 certified teachers, who have primary responsibility for teaching mathematics to fourth through eighth grade students with limited English proficiency
<b>Selection Criteria:</b>	Participants must be recommended by school principals
<b>Duration:</b>	Academic year 1991-1992; workshops held weekends, evenings, after school, and during school hours
<b>Impact:</b>	Evaluations at midyear were excellent
<b>End Date:</b>	September 30, 1992
<b>Director and Address:</b>	Dr. Sheryl L. Santos Multi-Cultural Educational Program Arizona State University Tempe, Arizona 85287-1411 (602) 965-6729

## **Recombinant DNA Technology Workshop for Secondary Teachers**

<b>Objectives:</b>	Convey the excitement caused by the basic principles and applications of recombinant DNA technology revolutionizing the study of biology and creating a burgeoning biotechnology industry Update teachers' knowledge of and laboratory experience with recombinant DNA techniques in order to bring this excitement to minority students
<b>Targets:</b>	High school teachers of biological science who are ethnic minorities or who teach in schools with high minority student enrollment
<b>Selection Criteria:</b>	Not known
<b>Duration:</b>	Two weeks, full-time (eight hours a day) in summer
<b>Impact:</b>	Not yet known
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Dr. Martha L. Narro Department of Biochemistry Biological Sciences West University of Arizona Tucson, Arizona 85721 (602) 621-1671



## Teachers Using Insects in Science Units Introducing Health Concepts

<b>Objectives:</b>	Develop innovative bilingual science materials for children that will foster their natural curiosity Train teachers to use these materials and those of their own design
<b>Partners:</b>	Elementary teachers within Sahuarita Unified School District #21 Lead teachers from Sahuarita Unified School District #21 will develop lesson materials. Two teachers from the English as a Second Language Program will serve on the Spanish lesson development committee.
<b>Targets:</b>	Public school teachers (grades K-3) who are members of a minority or who serve a school population which is more than 38% minority
<b>Selection Criteria:</b>	Kindergarten and elementary teachers throughout the state of Arizona will be the recipients of these teaching materials
<b>Duration:</b>	Integrated into the regular curriculum to help primary school children master the health and science concepts listed in the <i>Arizona Comprehensive Health Essential Skills</i> and <i>Arizona Science Essential Skills</i>
<b>Impact:</b>	Not yet known
<b>End Date:</b>	January 1, 1994
<b>Director and Address:</b>	Dr. Henry Hagedorn 430 Forbes Building University of Arizona Tucson, Arizona 85721 (602) 621-5358

## Teaching Hands-On Mathematics

**Objectives:**

Provide training for participants in the use of hands-on manipulatives to teach basic arithmetic, geometric, problem-solving, and algebraic skills

Facilitate systemic change in school districts by providing assistance needed for successful implementation in classrooms

Facilitate systemic change by preparing each participant to act as a mathematics lead teacher or as part of a team that can lead in-service workshops in the school or school district

Increase participants' ability to integrate mathematics with other subject areas

Increase participants' ability to develop curricula and use instruction which develops verbal and written communication skills in mathematics

Involve participants in developing curricula which encourages teaching mathematics in a problem-solving situation

Improve students' conceptual and computational skills

Enhance students' abilities to apply problem-solving techniques by using concrete materials

Enhance students' abilities in verbal and written communication skills, especially in mathematics

**Partners:**

Maricopa County Comprehensive Regional Center for Minorities (MCCRCM), South Mountain Community College, Phoenix Think Tank

**Targets:**

Teachers of grades 4-8 in four elementary school districts: Isaac Elementary District #5, Murphy Elementary District #21, Phoenix Elementary District #1, and Roosevelt Elementary District #66

**Selection Criteria:**

Teachers from member schools who will team with another teacher to: integrate hands-on mathematics instruction into classroom environment; improve their teaching skills in and awareness of mathematics

**Duration:**

18 months; January 1992 through June 1993

**Impact:**

Data not available

**End Date:**

June 1993

**Director and Address:**

Mr. John D. Mildrew  
South Mountain Community College  
7050 S. 24th Street  
Phoenix, Arizona 85040  
(602) 243-8086

## Achievement in Mathematics, Engineering, and Science (AIMES)

<b>Objectives:</b>	<p>Increase the number of academically able, under-represented high school graduates in the areas of math and science</p> <p>Promote career awareness in math and science related professions at the secondary schools</p> <p>Establish an educational environment where under-represented students can successfully complete post-secondary requirements focused on careers in math and science</p>
<b>Partners:</b>	<p>Mesa and Chandler-Gilbert Community Colleges; Chandler Unified School District #80 and Gilbert Unified School District #41; Mesa Public Schools</p> <p>The Comprehensive Regional Center for Minorities, in conjunction with Estrella Mountain, Glendale, Phoenix, and South Mountain Community Colleges, is developing AIMES programs in various school districts throughout Maricopa County</p>
<b>Targets:</b>	<p>Students who have been traditionally under-represented in the math and science arena (e.g., Hispanics, Native Americans, African Americans, and Anglo females)</p>
<b>Selection Criteria:</b>	<p>Self-identified or recommended by math/science faculty or counselors</p> <p>Students must be enrolled, at minimum, in a pre-algebra class</p> <p>Commitment by students to take the AIMES class, a math, a science, and a writing-based English class, each year until graduation</p>
<b>Duration:</b>	<p>Three or four year high school program, depending on the school district requirements</p>
<b>Impact:</b>	<p>Completion of third year of program; 25 AIMES graduates in 1992; grade point average improvement of 0.6 points</p> <p>Students show increased level of self-esteem and confidence in ability to succeed in achieving goals</p> <p>Over 90 percent of AIMES students assessed for community college entrance have attained entrance into college level math, reading, and English</p>
<b>End Date:</b>	<p>Indefinite</p>
<b>Director and Address:</b>	<p>Ms. Sandra King Minckley Mesa Community College Office of Public School / College Programs 1833 West Southern Avenue Mesa, Arizona 85202 (602) 461-7117</p>

## Achieving a College Education (ACE) Program

<b>Objectives:</b>	Keep students enrolled in school and facilitate a smooth transition between high school, community college, and university through a "2+2+2" program Increase the number of minority, economically disadvantaged, and at-risk students who attain baccalaureate degrees
<b>Partners:</b>	South Mountain Community College and the Maricopa County Community College District; Arizona State University; Phoenix Union High School District #210 (Camelback High School, Carl Hayden High School, Central High School, North High School, and South Mountain High School); Tempe Union High School District #3 (Marcos de Niza High School and Tempe High School); the Dougherty Foundation
<b>Targets:</b>	High school sophomores in seven local high schools
<b>Selection Criteria:</b>	Sophomores must have the desire to attend college and submit an application with two letters of reference  An attempt is made to admit students from each of the four quartiles of academic achievement so that students can be admitted based upon their potential to achieve success, regardless of their previous academic record
<b>Duration:</b>	Students attend college classes during their junior and senior years in high school. Courses are offered on Saturday mornings in the fall and spring semesters; a summer session is also conducted.
<b>Impact:</b>	The ACE program has been successful in retaining and transferring students. Of the first two groups of students recruited in 1988 and 1989, 98 percent went to college while 2 percent entered the Armed Forces; 92 percent received high school diplomas.  By spring 1992, 594 students had taken part in ACE and an additional 145 students were recruited for a new cycle beginning summer, 1992. On the average, each ACE student attempts 13.08 college credit hours and has an average grade point average of 3.0. Seventy-three percent of the students are minority; 68 percent are female; 62 percent are the first in their families to attend college.
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Ms. Stella Torres South Mountain Community College 7050 S. 24th Street Phoenix, Arizona 85040 (602) 243-8063

## APEX Program, University of Arizona

<b>Objectives:</b>	<p>Increase the number of economically disadvantaged and ethnic students who successfully enter higher education</p> <p>Provide intervention and support during the formative years of an APEX student's educational cycle</p> <p>Facilitate academic preparation of middle and high school students; over 90 percent should go on to college</p> <p>Encourage students to utilize their abilities to successfully meet college admission requirements</p>
<b>Partners:</b>	University of Arizona; Arizona school districts; Tucson business community
<b>Targets:</b>	Junior high and high school students
<b>Selection Criteria:</b>	<p>Student must attend a school that has the APEX program</p> <p>Student must be a member of an ethnic minority, or be economically disadvantaged, or be the first generation in their family to pursue higher education</p> <p>Student must demonstrate academic potential</p>
<b>Duration:</b>	<p>Integrated into regular academic year</p> <p>Two week summer enrichment program</p>
<b>Impact:</b>	APEX program is in 31 schools in 5 school districts, reaching over 1500 students
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	<p>Mr. Michael J. Duran</p> <p>2302 E. Speedway Boulevard, #202</p> <p>Tucson, Arizona 85719</p> <p>(602) 326-2001</p>

## Chandler High Alternative School

<b>Objectives:</b>	<p>Provide at-risk students with the opportunity to make significant positive academic choices</p> <p>Provide dropouts with a second chance to gain credits and earn a Chandler High School diploma, a GED, or re-entry to their high school class</p> <p>Provide a college setting and highly individualized academic programs</p> <p>Provide programs which stress lifelong learning and goal setting</p>
<b>Partners:</b>	Chandler Unified School District #80; Chandler-Gilbert Community College
<b>Targets:</b>	At-risk students; minority students; dropouts; students in grades 9-12
<b>Selection Criteria:</b>	<p>Students must submit a formal application and win appointment through an interview process</p> <p>Students must convince themselves, parents, and alternative school staff that they are serious about their educational goals</p>
<b>Duration:</b>	Normal school calendar; modified summer session
<b>Impact:</b>	<p>School year 89-90: 129 participants, 72 percent success rate</p> <p>School year 90-91: 114 participants, 88 percent success rate</p> <p>School year 91-92: 100+ participants, success rate unknown at this time</p>
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	<p>Mr. Michael Gemma, Assistant Principal</p> <p>Chandler High School</p> <p>350 N. Arizona Avenue</p> <p>Chandler, Arizona 85224</p> <p>(602) 786-7140, ext. 306</p>

## Coalition to Increase Minority Degrees (CIMD)

<b>Objectives:</b>	<p>Increase the number of under-represented minority populations receiving undergraduate degrees in the sciences</p> <p>Provide academic support and research activity for minority students entering the fields of mathematics, engineering, and the sciences</p>
<b>Partners:</b>	<p>35 colleges and universities; eight professional organizations; two government laboratories; nine educational organizations; and 26 corporations throughout Arizona, Colorado, New Mexico, Utah, and western Texas</p>
<b>Targets:</b>	<p>Minority students who are potential graduates in mathematics, engineering, and the sciences</p>
<b>Selection Criteria:</b>	<p>Graduate and undergraduate under-represented minority students attending CIMD-affiliated institutions</p>
<b>Duration:</b>	<p>Academic year; summer institutes; and research projects (for their duration)</p>
<b>Impact:</b>	<p>As projected: Within five years CIMD will double the amount of under-represented minority mathematics, science, and engineering baccalaureates produced in our region. CIMD is committed to providing 4,954 graduates in these fields by 2001. By the end of ten years, CIMD will also produce 182 Ph.D.'s per year, a 379 percent increase from current levels in the region.</p>
<b>End Date:</b>	<p>Indefinite; project to continue for at least 10 years</p>
<b>Director and Address:</b>	<p>Dr. Gary D. Keller Cardenas Dr. Julia Rosen (contact) c/o Hispanic Research Center Arizona State University Tempe, Arizona 85287-2702 (602) 965-0840</p>

## Community College Partnerships

<b>Objectives:</b>	Provide advisement and upper-division course delivery toward completion of a Bachelor's Degree in Education to students, particularly Native Americans, who have completed lower-division work at Northland Pioneer College and Navajo Community College
<b>Partners:</b>	Northland Pioneer College; Navajo Community College; Northern Arizona University Center for Excellence in Education
<b>Targets:</b>	AA Degree students, particularly Native Americans, who wish to complete a Bachelor's Degree in Education
<b>Selection Criteria:</b>	Must be admitted to Northern Arizona University Center for Excellence in Education
<b>Duration:</b>	Unknown
<b>Impact:</b>	Data not available
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Student Services Coordinator NAU Center for Excellence in Education Box 5774 Northern Arizona University Flagstaff, Arizona 86011-5774 (602) 523-2209



## East Valley Teacher Corps Partnership (EVTCP)

<b>Objectives:</b>	Increase the number of minority, bilingual, and English as a Second Language teachers by encouraging teacher aides and other support personnel to pursue education degrees  Advise and track students entering higher education to make sure they are taking required classes for entrance in the Colleges of Education at Arizona's state universities
<b>Partners:</b>	Arizona State University; all community colleges that serve the East Valley area; all public school districts in the East Valley
<b>Targets:</b>	Teacher aides and other support personnel (emphasis on minority employees of the public school districts)
<b>Selection Criteria:</b>	Self-identified or recommended by supervisors  Participants in program must take a minimum of 12 credit hours per year
<b>Duration:</b>	Long-term project that could last five years or more for an individual student
<b>Impact:</b>	65 school district employees are currently in the program; results are not expected for at least three more years
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Ms. Sandra King Minckley Mesa Community College Office of Public School / College Programs 1833 West Southern Avenue Mesa, Arizona 85202 (602) 461-7117

## Educational Talent Search

<b>Objectives:</b>	<p>Provide free services to:</p> <p>Increase educational and career awareness among middle school students, high school students, dropouts, and stopouts</p> <p>Increase the number of students who complete middle school and high school</p> <p>Increase the number of students who continue on to post-secondary educational programs and vocational training</p> <p>Decrease the number of dropouts and stopouts; encourage them to reenter middle and high school equivalency programs or reenter post-secondary programs</p>
<b>Partners:</b>	<p>National post-secondary institutions, including Job Corps Programs and the Armed Forces; schools in northern Arizona; community agencies in northern Arizona; the Navajo, Hopi, Walapai, and Havasupai Tribes' education programs</p>
<b>Targets:</b>	<p>Populations of Ash Fork, Chinle, Cottonwood, Flagstaff, Ganado, Holbrook, Hopi, Joseph City, Leupp, Many Farms, Seligman, Tuba City, Williams, and Winslow</p>
<b>Selection Criteria:</b>	<p>Completion of sixth grade; ages 12-27; residing in northeast Arizona</p> <p>Guidelines require that two thirds of participants are of low income and potential first generation college students</p> <p>Anyone pursuing a secondary or post-secondary education or vocational training</p>
<b>Duration:</b>	<p>July 1, 1992 to June 30, 1993</p> <p>In public schools, presented during school hours throughout academic year</p> <p>In private and Bureau of Indian Affairs residential facilities, presented after school hours, from 3-9 p.m.</p> <p>Five week summer program</p>
<b>Impact:</b>	<p>Provides comprehensive career, post-secondary, personal, academic counseling and guidance</p> <p>Services more than 2000 individuals each year</p> <p>Post-secondary enrollment rate, for participants, is 75 percent; for non-participants, 48 percent</p> <p>Post-secondary retention rate, for participants, is 49 percent; for non-participants, 30 percent</p> <p>High school graduation rate for participants is 93 percent; for non-participants, 88 percent</p>
<b>End Date:</b>	<p>Indefinite</p>

**Director  
and Address:**

Dr. Elsie Watchman-Brown  
Educational Talent Search  
P.O. Box 6035  
Flagstaff, Arizona 86011-6035  
(602) 523-9152

## Education/Social Service Forum

<b>Objectives:</b>	Assess inter-agency partnerships and take steps toward improving outcomes for children and families Strengthen collaborations among elementary and secondary school districts and social service agencies
<b>Partners:</b>	Department of Economic Security; City of Phoenix Education Programs; Phoenix College; Arizona State University Downtown Center
<b>Targets:</b>	Policy makers and opinion leaders in education, social services, and the business community
<b>Selection Criteria:</b>	Education and social service policy makers, business leaders and advocates
<b>Duration:</b>	Ongoing
<b>Impact:</b>	As a result of three community forums there is: (1) improved dialogue between education and social services; (2) formal collaboration between DES and school districts; (3) placement of social workers on school campuses; (4) organization of a group in western Maricopa County to work on collaboration and partnerships
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Ms. Geneva Duarte (602) 965-3046 Ms. Georgia Alvarez (602) 255-3722 Ms. Deborah Dillon (602) 262-7916

## Family Science

<b>Objectives:</b>	Provide middle school teachers with techniques for improving student understanding of and interest in science Increase parental support for students' interest in science courses and careers Increase students' positive attitudes towards science courses and careers
<b>Partners:</b>	WISE Program of Women's Studies; SIROW and the Center for Educational Development; New Frontiers
<b>Targets:</b>	Middle school science educators in southern Arizona
<b>Selection Criteria:</b>	Participants should be teams of two or more teachers from middle schools in southern Arizona Commitment to the promotion of science education and to its relevance to students' futures Commitment to design and conduct a minimum of four workshops for students and their parents Commitment to hold an in-service presentation for other teachers in the participating school or district
<b>Duration:</b>	Two-day training program, followed by two one-semester cycles of workshops
<b>Impact:</b>	Data not available
<b>End Date:</b>	June 1993
<b>Director and Address:</b>	Dr. Jeanne Pemberton Dr. Heather Alberts Dr. Jo Ann Troutman (contact) c/o WISE Office Douglas 102 University of Arizona Tucson, Arizona 85721 (602) 621-7339

## Hotevilla-Bacavi Community School

<b>Objectives:</b>	Develop curriculum and methodologies appropriate and efficient for Hopi students Develop self-sufficiency
<b>Partners:</b>	Hotevilla-Bacavi Community School; Northern Arizona University Center for Excellence in Education
<b>Targets:</b>	Hopi students
<b>Selection Criteria:</b>	Data not available
<b>Duration:</b>	Integrated into regular curriculum
<b>Impact:</b>	Data not available
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Dr. Thom Alcoze CEE Box 5774 Northern Arizona University Flagstaff, Arizona 86011 (602) 523-9323

## HOY (Hispanics Organizing for Youth) Northern Arizona University Hispanic Mother-Daughter Program and Mentoring Project

<b>Objectives:</b>	<p>Develop culturally significant strategies to promote educational persistence and success</p> <p>Increase high school course selection, career options, and eventual college and university participation of young Hispanic females</p> <p>Increase the self-esteem of the Hispanic female and increase family support for the participant's educational future</p> <p>Encourage non-traditional careers for females</p> <p>Recognize the role culture plays in the participant's educational decisions</p>
<b>Partners:</b>	<p>Several Northern Arizona University Colleges and Departments; Northern Arizona University Student Services Special Grants; Arizona Department of Education Vocational Equity Division; Flagstaff Unified School District; statewide and local businesses and industries; community agencies; and community service organizations</p>
<b>Targets:</b>	<p>Hispanic-American eighth-grade females and their mothers from East Flagstaff Junior High School and Flagstaff Junior High School</p>
<b>Selection Criteria:</b>	<p>Any Flagstaff public school eighth-grade Hispanic female and mother/guardian are eligible</p> <p>Student maintenance of average or better academic standing</p> <p>Commitment by mother-daughter team to increased educational and personal development</p>
<b>Duration:</b>	<p>Semester-long after-school outreach program, with a summer component</p> <p>Attendance by mothers and daughters at weekly three-hour workshops at Northern Arizona University or at a business/industry site during spring semester</p> <p>Summer component is a two-day residential university experience</p>
<b>Impact:</b>	<p>Increased self-confidence and self-esteem</p> <p>Increased goals and/or future plans</p> <p>Increased perception of their abilities</p> <p>Consideration of college and university as a viable option; now consider themselves college material and have knowledge about financial resources</p> <p>Mother-daughter communication and relationships improved significantly; mothers' support for their daughters' education increased</p> <p>Mothers indicated they would like to go on to post-secondary education and/or finish a degree program started years ago</p>
<b>End Date:</b>	<p>Indefinite</p>

*AMEAAC Medallion Award Winners*

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**Director  
and Address:**

Ms. Elizabeth C. Archuleta  
Northern Arizona University  
Student Services Special Grants  
Box 15111  
Flagstaff, Arizona 86011-15111  
(602) 523-9191



## Maricopa County Comprehensive Regional Center for Minorities

<b>Objectives:</b>	Double the number of Hispanic, African American, and Native American high school graduates who are proficient to pursue careers in science, engineering, and mathematics Serve these minority populations in programs designed to enhance pre-college math and science proficiency, leading to the completion of science, engineering, and mathematics careers
<b>Partners:</b>	23 elementary school districts; six community colleges; and Arizona State University
<b>Targets:</b>	Students and parents of above-stated populations; kindergarten through high school
<b>Selection Criteria:</b>	Academically able students from the above-stated populations Grade point average, national test scores, teacher reports, counselor reports, are used as determinants
<b>Duration:</b>	All programs are year long, integrated into regular curriculum and after school Summer programs
<b>Impact:</b>	Programs offered throughout greater metropolitan valley area, reaching parents, teachers, and students from grades K-12
<b>End Date:</b>	1996
<b>Director and Address:</b>	Dr. Ernesto Ramirez, Jr. 2411 W. 14th Street Tempe, Arizona 85281-6941 (602) 731-8050

## Math-Science Honors Program for Minority Students

<b>Objectives:</b>	<p>Increase the number of under-represented minority students that pursue and receive mathematics and/or science degrees</p> <p>Facilitate the transition of high school minority students to college by having high school students live on campus while enrolled in a university math or science class for university credit</p>
<b>Partners:</b>	Arizona State University and high schools statewide
<b>Targets:</b>	High school freshmen through seniors
<b>Selection Criteria:</b>	<p>Students must submit an application, a one-page statement explaining why the student wishes to participate, a letter of recommendation from a counselor or teacher attesting to the student's high level of motivation and maturity, and a high school transcript</p> <p>Program participants should have completed at least two years of high school mathematics with grades of A or B</p> <p>A high level of interest in mathematics or science is essential as is a high level of maturity</p>
<b>Duration:</b>	<p>Five-week summer session (two sessions offered)</p> <p>Students who will be incoming Arizona State University freshmen in the fall are eligible for an eight-week calculus course</p> <p>The program also includes a retention component to assist alumni of the program enrolled at Arizona State University</p>
<b>Impact:</b>	Presently there are 97 Math-Science alumni enrolled at Arizona State University
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	<p>Dr. Joaquin Bustoz Arizona State University Department of Mathematics Tempe, Arizona 85287-1804 (602) 965-3791</p>

## Minority Junior High School Visits

<b>Objectives:</b>	Expose junior high school students from low income and minority populated areas to the opportunities available at college Expose students to university visits to dispel misconceptions of what it takes for them to attend college Expand students' horizons; show them alternatives that exist for them, beyond their neighborhoods
<b>Partners:</b>	Minority junior high school students; Northern Arizona University
<b>Targets:</b>	Minority junior high school students
<b>Selection Criteria:</b>	Low-income, minority population junior high school students
<b>Duration:</b>	Unknown
<b>Impact:</b>	Data not available
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Associate Executive Director Professional Programs CEE Box 5774 Northern Arizona University Flagstaff, Arizona 86011 (602) 523-7145

## Minority Student Recruitment

<b>Objectives:</b>	<p>Increase by 10 percent each year, within each ethnic group, enrollment of Hispanic, African American, Asian, and Native American students at the University of Arizona</p> <p>Target services to Arizona minority high school juniors and seniors as they prepare to enroll in college</p> <p>Provide comprehensive enrollment and academic preparation services to targeted students and their counselors within their Arizona communities</p> <p>Serve minority applicants transferring from Arizona schools to the University of Arizona</p>
<b>Partners:</b>	50 high schools, located throughout Arizona
<b>Targets:</b>	Hispanic, African American, Asian, and Native American students from the 50 sites
<b>Selection Criteria:</b>	<p>Grade point average of 2.7 or greater</p> <p>Ethnic minorities who are transfers or incoming freshman to the university, or high school juniors or seniors</p>
<b>Duration:</b>	Year round; concentrated during September - May
<b>Impact:</b>	1991-92 freshman class from Arizona was 30 percent minority; minority population of Arizona is 28 percent; minority transfer class was 23 percent
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	<p>Ms. Diane E. Castro Admissions-MSR R.L. Nugent Building, Room 202 University of Arizona Tucson, Arizona 85721 (602) 621-3812</p>

## **Museum and Archives Management Training Community-Based Training**

<b>Objectives:</b>	<p>Develop a reliable curriculum model for tribal/community populations interested in cultural management</p> <p>Provide the Ak Chin Indian Community with appropriate educational experience related to specific community goals and objectives</p> <p>Enhance and certify the inherent knowledge of the Ak Chin people in a manner that would enable repatriation, further collection, analysis, and communication of artifacts and archives germane to the community</p> <p>Create professional development certification that would produce manpower professionally recognized in an emergent field, enabling the host institution to be competitive in funding and professional circles</p>
<b>Partners:</b>	<p>Ak Chin Community Tribal Council; Arizona State Archives; the Heard Museum; and Central Arizona College with assistance from the Smithsonian Institution</p>
<b>Targets:</b>	<p>Grass-root community individuals interested in preserving, interpreting, and communicating their history, arts, and culture to future generations and to other communities</p>
<b>Selection Criteria:</b>	<p>See "Targets," above</p> <p>In the initial program, those who held employment with the Ak Chin Ecomuseum Project</p>
<b>Duration:</b>	<p>Two year curriculum, mixing course selection from regular curricula with 24 credit hours of applied experience, technical training, and supervised internships</p>
<b>Impact:</b>	<p>Two graduates; four others near completion</p> <p>Planning, design, construction, and opening of the Ak Chin Him Dak Museum, resulting in national recognition for staff and community</p>
<b>End Date:</b>	<p>Ak Chin sponsorship completed in December 1991</p>
<b>Director and Address:</b>	<p>Dr. Charles Carlyle (602) 568-9480</p> <p>Dr. Shayne Del Cohen (contact) (702) 827-9228</p>

## **Nizhoni Academy Educational Support Programs**

<b>Objectives:</b>	<p>Introduce participants to the rigors of college life</p> <p>Provide quality educational experiences that will contribute to future post-secondary education</p> <p>Improve students' self-confidence and readiness through wholesome on-campus experiences</p> <p>Provide instruction in academic courses in Humanities, Math/Science, and Career Development to improve academic skills and knowledge in preparation for post-secondary education</p>
<b>Partners:</b>	<p>Northern Arizona University; AG Corporation; Navajo Tribe; Hopi Tribe; White Mountain Apache Johnson O'Malley (JOM); Gila River JOM; and Tohono O'odham JOM</p>
<b>Targets:</b>	<p>Freshman, sophomore, or junior level high school students with a minimum 2.0 grade point average and in good academic standing</p>
<b>Selection Criteria:</b>	<p>Completed application</p> <p>High school transcript</p> <p>Personal essay (minimum 500 words)</p> <p>Commitment to five week intensive academic program</p> <p>Physical examination</p> <p>Certificate of Indian Blood (if Native American)</p>
<b>Duration:</b>	<p>Five week summer program</p>
<b>Impact:</b>	<p>Since its inception in 1984, the program has successfully served over 600 high school students from more than 250 high schools in the southwest, as well as a few schools in the east</p>
<b>End Date:</b>	<p>Indefinite</p>
<b>Director and Address:</b>	<p>Dr. Ray Rodriguez Director of Educational Support Programs P.O. Box 6035 Flagstaff, Arizona 86011-6035 (602) 523-1100 (602) 523-6982</p>

## Northern Arizona University and Greyhills High School Partnership

<b>Objectives:</b>	Improve instruction and curriculum for Greyhills High School through sharing of institutional resources Improve education for Native American secondary students through collaboration between a high school and a university
<b>Partners:</b>	Greyhills High School; Northern Arizona University
<b>Targets:</b>	Native American secondary students
<b>Selection Criteria:</b>	Northern Arizona University faculty selected according to specific skills required
<b>Duration:</b>	Integrated into regular curriculum
<b>Impact:</b>	Educational reforms that have been developed through the partnership have resulted in a model program
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Dr. Thom Alcoze CEE Box 5774 Northern Arizona University Flagstaff, Arizona 86011 (602) 523-9195

## Northern Arizona University Javits "Getting Gifted" Project Center for Excellence

<b>Objectives:</b>	Train teachers and others to identify Native American and Hispanic gifted youth Develop critical and creative thinking for these students Develop site-based culturally specific curricula to challenge the identified students in important subject areas
<b>Partners:</b>	Throughout the state, 24 schools, including Chinle, Dinnehotso, Kayenta, Nogales, Phoenix, Tuba City, Yuma, and Tonalea
<b>Targets:</b>	Schools on the Navajo Reservation, schools in Arizona and California with high Hispanic enrollment
<b>Selection Criteria:</b>	Commitment by administration, school board, and teachers to developing non-traditional selection procedures and instructional programming for minority gifted youth Visits, observations, and in-depth interviews Schools with large Native American and Hispanic enrollments receive priority attention
<b>Duration:</b>	Year long; spring selection of new sites Summer training of teachers; fall and spring follow-up assistance in school-based program development and implementation (January 1990 to December 1992)
<b>Impact:</b>	Increased number of minority gifted youth identified Increased ability of teachers to teach students Significant positive reaction by parents and administrators; early positive results by students on Arizona Student Assessment Plan
<b>End Date:</b>	December 31, 1992
<b>Director and Address:</b>	Dr. Patricia A. Hays, Ed.D. Dr. Stephen D. Lapan, Ph.D. (contact) Javits Getting Gifted Grant Center for Excellence in Education Box 5774 Northern Arizona University Flagstaff, Arizona 86011-5774 (602) 523-7131



## **Partnership to Aid and Retain Transfer Students from Pima Community College to the University of Arizona**

<b>Objectives:</b>	<p>For minority students, enhance transfer opportunities from Pima Community College to the University of Arizona</p> <p>Increase faculty-student interactions at both institutions</p> <p>Develop classroom practices and curriculum modifications which create a supportive social and intellectual climate for minority students</p> <p>Provide a total of six faculty members from both institutions to act as mentors to students</p> <p>Provide interdisciplinary colloquia for student participants; participate in faculty development workshops; disseminate to peers information learned from the project</p> <p>Provide team-taught transfer strategies course</p>
<b>Partners:</b>	University of Arizona and Pima Community College
<b>Targets:</b>	Pima Community College students who identify themselves as minority students and who intend to transfer to the University of Arizona
<b>Selection Criteria:</b>	<p>Under-represented ethnic minority students</p> <p>Minimum grade point average of 2.5</p> <p>Successful completion of Pima Community College courses Math 70 and Writing 100</p>
<b>Duration:</b>	One academic year: fall 1991 and spring 1993
<b>Impact:</b>	<p>Staff projection is that 50 percent of students will successfully transfer to the University of Arizona in fall 1992; remainder will transfer in spring 1993</p> <p>Students will have become familiar with university environment and will have been introduced to key university personnel</p>
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	<p>Ms. Erlinda Torres Medina Ms. Claire Rodriguez Alameda (contact) University of Arizona Center for Transfer Students Tucson, Arizona 85721 (602) 621-8333</p> <p>Mr. David Padgett Pima County Community College District Office of Articulation Tucson, Arizona 85721 (602) 884-6903</p>

## Pathway to Opportunity

<b>Objectives:</b>	<p>Increase minority student access, retention, and success in high school, community college, and the university</p> <p>Provide students with opportunities for career planning and assist students in completing all of the paperwork necessary to enter college: admissions, housing, scholarships, and financial aid through after-school "club" meetings</p> <p>Encourage students to use their experiences and existing knowledge for problem-solving in hopes of developing independent thinking through a "critical thinking" class</p> <p>Expose high school students to the work and expectations of a college-level course and provide an opportunity to earn one college credit hour through a "critical thinking" class</p> <p>Familiarize students with the state universities through trips and allow them to experience university campuses firsthand, ask questions, and visualize themselves as students on campus</p>
<b>Partners:</b>	Northern Arizona University-Yuma; Arizona Western College; Yuma Union High School District #70: Cibola High School, Kofa High School, and Yuma High School
<b>Targets:</b>	<p>High school seniors, although juniors are not excluded</p> <p>Potential first generation college students and students of an ethnic minority</p>
<b>Selection Criteria:</b>	High school guidance counselors recruit student participants
<b>Duration:</b>	Year-long (Fall semester: weekly after-school "club" meetings; Spring semester: "Critical Thinking" class one day per week after school; Trips scheduled to three Arizona universities during year)
<b>Impact:</b>	After the first year of implementation (1990-91), student evaluations indicated that the program achieved its objectives of assisting students in making the transition from high school to college. A majority of participants were able to successfully gain admission to their school of choice, obtain housing, secure financial aid and/or scholarships, and feel comfortable in making the transition from high school to college.
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	<p>Mr. Martin Lozano, Recruitment and Retention Coordinator</p> <p>Northern Arizona University-Yuma</p> <p>P.O. Box 6236</p> <p>Yuma, Arizona 85366-6236</p> <p>(602) 344-7725</p>

## Peace Corps Alternative Certification Partnership

<b>Objectives:</b>	<p>Provide opportunity for Peace Corps volunteers and returned Volunteers in Service to America (VISTA) holding a bachelor degree in education to earn a Master of Education degree</p> <p>Increase the pool of qualified teachers for rural Arizona school districts, particularly those on Indian reservations</p> <p>Through collaboration with the Bureau of Indian Affairs, secure placement for Fellows in full-time salaried positions in Bureau schools</p>
<b>Partners:</b>	VISTA and Peace Corps programs; Northern Arizona University Center for Excellence in Education; Bureau of Indian Affairs
<b>Targets:</b>	Returned VISTA and Peace Corps volunteers
<b>Selection Criteria:</b>	Bachelor degree; meet Center for Excellence in Education requirements for admission to Master of Education program
<b>Duration:</b>	Determined by Peace Corps
<b>Impact:</b>	Data not available
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	<p>Dr. Bill Harp CEE Graduate Coordinator Box 5774 Northern Arizona University Flagstaff, Arizona 86011-5774 (602) 523-6786</p>

## Production of Spanish Language NASA Materials

<b>Objectives:</b>	Provide Spanish translations of activities, supplemental booklets for use with videos, and information booklets provided by National Aeronautics and Space Administration (NASA) Provide ten one-day workshops for 100 teachers in bilingual schools
<b>Partners:</b>	Tucson Unified School District #1 and the University of Arizona
<b>Targets:</b>	Bilingual teachers in Tucson Unified School District and Sunnyside School District
<b>Selection Criteria:</b>	Translators were recommended by Tucson Unified School District for their previous translation experience and for their science background Teachers for the workshops will be chosen with the assistance of the school districts based on need for the materials and distribution within the district
<b>Duration:</b>	Translations will be completed by the end of summer 1992 Workshops will be held during the 1992-1993 school year
<b>Impact:</b>	Still in the translation phase
<b>End Date:</b>	May 31, 1993
<b>Director and Address:</b>	Dr. Larry Lebofsky Lunar and Planetary Laboratory University of Arizona Tucson, Arizona 85721 (602) 621-6947

**Project 1000  
Graduate Component of the  
Coalition to Increase Minority Degrees (CIMD)**

<b>Objectives:</b>	Identify U.S. minority prospective graduate students, primarily under-represented in the fields of engineering, mathematics, and the sciences, who will take the Graduate Record Examination, apply, and be admitted to participating graduate programs throughout the U.S. Provide significant financial aid to qualified students Effect a sizable increase in the number of U.S. Hispanic students completing prestigious graduate programs
<b>Partners:</b>	72 selective public and private comprehensive institutions; 155 colleges and universities with significant U.S. Hispanic enrollment; Arizona State University; concerned corporations; various national and community based minority service organizations
<b>Targets:</b>	Qualified undergraduate students
<b>Selection Criteria:</b>	Graduate and undergraduate under-represented minority students attending CIMD-affiliated institutions
<b>Duration:</b>	Year long
<b>Impact:</b>	Program has secured cooperation of 155 "feeder" colleges and universities and 72 "receiving" comprehensive doctoral-granting institutions Conducts Graduate Record Examination works. ops and publishes an extensive guide to the graduate school and financial aid processes Provides students with a common application, processed by Project 1000, allowing students to apply to up to 10 institutions
<b>End Date:</b>	Indefinite; continuing program
<b>Director and Address:</b>	Dr. Gary D. Keller Cardenas Dr. Michael J. Sullivan (contact) c/o Hispanic Research Center Arizona State University Tempe, Arizona 85287-2702 (602) 965-3958

**Project PRIME (Project to Improve Minority Education)  
Undergraduate Component of the  
Coalition to Increase Minority Degrees**

<b>Objectives:</b>	<p>Develop a series of powerful, proven, school-based initiatives designed to increase the number of minority students who receive solid academic preparation and go on to college</p> <p>Provide students and parents with support and parental activities which encourage higher education</p>
<b>Partners:</b>	State of Arizona; Arizona State University; Arizona Board of Regents; College Board; Educational Testing Service; private industry
<b>Targets:</b>	Minority elementary and high school students in Arizona
<b>Selection Criteria:</b>	Students attending participating elementary and high schools
<b>Duration:</b>	Year long academic activities, both supplemental and integrated into regular curricula. Summer and after-school programs provide support and parental activities.
<b>Impact:</b>	<p>Currently serves 15,000 students and parents at 108 schools in 32 school districts throughout Arizona</p> <p>Conducting the largest Advanced Placement Teacher Training Institute in the U.S.</p> <p>166 percent increase in the number of Arizona minority students taking advanced placement exams</p> <p>Standardized test scores in mathematics rose by 10.3 percent in one year at PRIME schools</p> <p>Recruitment of parents, 75 percent of whom report that, without PRIME, they would not be involved with their children's education</p>
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	<p>Dr. Gary D. Keller Cardenas c/o Hispanic Research Center Arizona State University Tempe, Arizona 85287-2702 (602) 965-5388</p> <p>Dr. John Lincoln Arizona State University Downtown Center, 2nd floor Phoenix, Arizona 85004-2337 (602) 965-8510</p>

## **RADAR (Return and Discover and Renew) High School Re-Entry**

**Objectives:** Mainstream overage, under-credited, high school dropouts back into the educational pipeline

**Partners:** Department of Economic Security; Valley public schools

**Targets:** Any overaged and under-credited high school dropouts

**Selection Criteria:** Commitment to attend four day orientation

**Duration:** Year long

**Impact:** Data not available

**End Date:** Indefinite

**Director and Address:** Dr. Patricia A. Bassett  
Ms. Betty Cleveland (contact)  
Ms. Cassandra Willis (contact)  
Gateway Community College  
108 N. 40th Street  
Phoenix, Arizona 85034  
(602) 392-5024  
(602) 392-5244  
(602) 392-5233

**Seamless Web  
Graduate School Support Program  
(see also The Community of Scholars Forum)**

<b>Objectives:</b>	Increase the number of minority students achieving graduate degrees Expand current pool of graduate students to include undergraduates who are not likely to seek graduate degrees without intervention Provide long-term, continuous academic, social, and financial support from entry into the program until graduation
<b>Partners:</b>	Maricopa County Community College District and Arizona State University Graduate College
<b>Targets:</b>	Talented minority students in community colleges
<b>Selection Criteria:</b>	High academic and/or professional aspirations  High academic promise, demonstrated by indicators including academic record, motivation, aspirations, occupational successes, ability as assessed by employers, teachers, clergymen, or appropriate others
<b>Duration:</b>	Long-term program that will provide continuous support from program entry until graduation; students beginning in fall 1992 will not receive doctorates before 2001
<b>Impact:</b>	Several studies and pilot projects have been conducted. Substantial implementation is beginning in fall 1992, with admission planned for approximately 40 students to Maricopa County Community College District.
<b>End Date:</b>	Indefinite
<b>Directors and Addresses:</b>	Brian L. Foster Graduate College Arizona State University Tempe, Arizona 85287-1003 (602) 965-7279  Alfredo G. de los Santos, Jr. Maricopa County Community College District 2411 West 14th Street Tempe, Arizona 85281-6941 (602) 731-8106



## The Spirit Program: Staying and Achieving

<b>Objectives:</b>	Encourage and motivate students to stay in school, achieve success, and prepare for higher education
<b>Partners:</b>	Phoenix Elementary School District #1; Phoenix Union High School District #210; City of Phoenix; parents from Phoenix Elementary District #1; Arizona State University
<b>Targets:</b>	Eighth grade students from Phoenix Elementary School District #1
<b>Selection Criteria:</b>	All eighth-graders are eligible to participate
<b>Duration:</b>	Year long; divided into three phases; led by City of Phoenix, Phoenix Union High School District #210, and Arizona State University
<b>Impact:</b>	Data not available
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Ms. Royna Roselle (contact) (602) 253-2171

## Think Tank

<b>Objectives:</b>	Use the collective thinking and resources of the elementary and high schools, community colleges, university, city, and business partners, within the City of Phoenix, to ensure that students enter, re-enter, and remain in school until their maximum learning potentials and goals are realized
<b>Partners:</b>	Seven inner-city elementary school districts; Phoenix Union High School District #210; Maricopa County Community College District; Arizona State University; City of Phoenix; and business partners
<b>Targets:</b>	At-risk students in Phoenix urban schools
<b>Selection Criteria:</b>	Participants are selected as representatives of the member institutions; institutions are selected on the basis of collaborating in at-risk programs
<b>Duration:</b>	Year long
<b>Impact:</b>	Think Tank has acted as a catalyst for: Student Monitoring and Alert System (SMASH); on-line registration; library access; parenting/literacy; cross-institutional programs; Urban Teacher Corps Partnership; staff development activities; Clearinghouse for Assessment and Referrals in Education (CARE); Alternative School Project; Project Diploma
<b>End Date:</b>	1998
<b>Director and Address:</b>	Ms. Janet Beauchamp Maricopa County Community College District 2411 W. 14th Street Tempe, Arizona 85281-6941 (602) 731-8028

## **Transfer Summer Institute Community College and University Partnership**

<b>Objectives:</b>	Facilitate transfer process of minority students from Arizona community colleges to four year institutions of higher learning Expose students to rigorous academic environment of a university Provide academic survival workshops which include writing skills, oral communication, library skills, academic advisement, and fall registration
<b>Partners:</b>	Pima Community College and the University of Arizona
<b>Targets:</b>	Any Arizona community college student who is considering transferring to a university Primary targets are under-represented ethnic minority students at all Arizona community colleges
<b>Selection Criteria:</b>	Minimum 2.5 grade point average Eligibility for financial aid, based on need, and student-provided financial aid transcripts Arizona resident with 24 completed Arizona community college units Two letters of recommendation (at least one from a faculty member, academic advisor, or staff member from attended college) Personal statement (one page, typed)
<b>Duration:</b>	Four week course; three weeks of intense academic course work, one week University of Arizona orientation
<b>Impact:</b>	One of first bridge programs in the country to provide minority students with opportunity to acclimate academically and socially to a recognized research institution Students create networks and friendships for a successful academic experience Participants continue their education; since inception in 1989, participants are graduating with baccalaureate degrees
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Ms. Erlinda Torres Medina University of Arizona Center for Transfer Students Nugent Building, Room 11 Tucson, Arizona 85721 (602) 621-8333

## **Transition Alliance Programs Transfer Support Program**

<b>Objectives:</b>	Intervene in the retention, persistence, and graduation rates of students who transfer from community colleges into the professional programs of the College of Business at Arizona State University by providing a comprehensive student support program
<b>Partners:</b>	Arizona State University and Arizona community colleges
<b>Targets:</b>	Minority students transferring from the community colleges into the professional programs at the College of Business
<b>Selection Criteria:</b>	Student must be transferring into Arizona State University's College of Business
<b>Duration:</b>	Nine months or one academic year; to begin fall 1992
<b>Impact:</b>	Data not yet available
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Dr. Henry B. Villereal Academic Access Programs College of Business Arizona State University Tempe, Arizona 85267-3506 (602) 965-1067

## Understanding the University Experience The Hispanic Mother-Daughter Program

<b>Objectives:</b>	<p>Orient, annually, over 100 family teams to higher education</p> <p>Improve the quality of preparation for higher education of young Hispanic women by assisting them in making high school course selections which build qualifications for college entrance</p> <p>Enlarge Hispanic parental commitment to higher education through mothers' active participation in the program with their daughters</p> <p>Influence the mothers' educational and career development</p>
<b>Partners:</b>	<p>Isaac Junior High School and six school districts: Phoenix Union High District #210; Phoenix Elementary District #1; Murphy Elementary District #21; Roosevelt Elementary District #66; Tempe Elementary District #3; and Mesa Unified District #4</p>
<b>Targets:</b>	<p>Eighth-grade Hispanic girls and their mothers from inner city Phoenix and East Valley schools; first generation college students</p>
<b>Selection Criteria:</b>	<p>Good grades in middle school with teacher's positive recommendation</p> <p>Mother's participation in program</p> <p>Commitment of 60 to 80 hours for one semester; minimum five year commitment</p> <p>Complete interview</p>
<b>Duration:</b>	<p>Eighth-grade through high school; time is divided into components</p> <p>After completion of the eighth-grade component, which is the most time intensive, girls are eligible for continuation through high school. This includes offerings of workshops and other activities, as well as eligibility for various scholarships.</p>
<b>Impact:</b>	<p>Of the first four classes tracked from the eighth-grade, over 70 percent have graduated from high school. Of these graduates, 71 percent have enrolled in college.</p> <p>High school dropout rate has dramatically decreased from 28 percent in first four years of program to five percent as of 1991</p> <p>Over 60 percent are "on track" academically in high school building qualifications for university entrance</p>
<b>End Date:</b>	<p>Indefinite</p>
<b>Director and Address:</b>	<p>Dr. Jo Anne O'Donnell Office of Student Life, Arizona State University Tempe, Arizona 85287-0512 (602) 965-6547</p>

## **Urban Teacher Corps (UTC) Partnership Elementary Teaching Degrees with Bilingual and/or Urban Emphasis**

<b>Objectives:</b>	In participating school districts, assist instructional aides to pursue a bachelor degree in elementary education, with a bilingual and/or urban emphasis Provide course work in the Maricopa County Community College District and Arizona State University College of Education
<b>Partners:</b>	Maricopa County Community College District; Arizona State University College of Education; and five elementary school districts: Roosevelt #66, Isaac #5, Creighton #14, Phoenix #1, and Murphy #21
<b>Targets:</b>	Teacher's aides within the elementary school districts. (These are primarily middle-aged Hispanic women.) Other individuals who work in other support capacities in the school districts
<b>Selection Criteria:</b>	Discretion of the participating school districts
<b>Duration:</b>	Long-term; integrated into regular curriculum. Since students are seeking their bachelor's degrees in education part-time while working, the UTC is based upon long-term commitments for both students and participating institutions.
<b>Impact:</b>	Ten students have moved from the community college system to Arizona State University. One student has graduated from Arizona State University. A significant number of UTC students have over 40 credit hours
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Dr. Karen L. Mills Associate Dean of College and Adult Literacy Services Rio Salado Community College 640 North 1st Avenue Phoenix, Arizona 85003 (602) 223-4280  Ms. Geneva Duarte, Interim Director College of Extended Education Arizona State University Downtown Center Phoenix, Arizona 85004 (602) 965-3046

## **Visiting Scholars Partnership University and Community College Collaboration**

<b>Objectives:</b>	Design and implement a joint university and community college effort that could be used as a model for other partnership programs Design a model mentor program at the community college level that would provide a support system for university doctoral students Provide opportunities that would encourage Visiting Scholars to consider teaching as a career option
<b>Partners:</b>	University of Arizona; Pima Community College; Cochise College
<b>Targets:</b>	Minority Ph.D. candidates who serve as community college associate faculty and role models to both minority and non-minority community college students
<b>Selection Criteria:</b>	Nominations by departments within the university. Master's degree students qualify if they have completed 24 units. Student transcripts, curriculum vitae, and formal application to the community college Final selection is based on classes in which the community colleges need instructors
<b>Duration:</b>	Year-long academic program; classes taught are regular curriculum classes that are scheduled during fall and spring semesters
<b>Impact:</b>	Over 200 students have benefitted from this program. All of the Visiting Scholars have been offered permanent positions.
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Dr. Glenn R. Smith University of Arizona Graduate College, Admin. Rm. 322 Tucson, Arizona 85721 (602) 621-9192

## **The Community of Scholars Forum Research Forums (see also Seamless Web)**

<b>Objectives:</b>	<p>Provide opportunities for minority graduate students engaged in research to share findings with Arizona State University and Maricopa County Community College District undergraduates, faculty, staff, and the community at large in a series of public presentations</p> <p>Provide role models for minority undergraduates</p> <p>Contribute to the professional growth of minority graduate students by developing public speaking skills</p> <p>Facilitate open dialogue and discussion about issues and themes affecting the quality of life in minority communities</p> <p>Encourage the professorate to serve as mentors for minority graduate researchers</p>
<b>Partners:</b>	Arizona State University and Maricopa County Community College District
<b>Targets:</b>	Minority graduate students from all academic disciplines
<b>Selection Criteria:</b>	<p>Nominations are sought from professors and minority student organizations; students may nominate themselves</p> <p>Community of Scholars Advisory Board makes the final selection of students based upon different disciplines, topics of interest to the community, and the student's desire to participate</p>
<b>Duration:</b>	Two or more presentations are offered per semester on the campuses of Arizona State University or Maricopa County Community College District
<b>Impact:</b>	Three forums have been held since December 1991. Evaluations have been favorable. The forums have been well attended and have generated a lot of enthusiasm among students and others. Discussions and interactions have been lively and empowering.
<b>End Date:</b>	December 1992
<b>Directors and Addresses:</b>	<p>Ms. Sheryl L. Santos Graduate College Arizona State University Tempe, Arizona 85287-1003 (602) 965-7279</p> <p>Ms. Queta Chavez Maricopa County Community College District 2411 West 14th Street Tempe, Arizona 82581-6941 (602) 731-8106</p>



## **The Non-University of Arizona Native American Undergraduate Biology Research Program**

- Objectives:** Involve Native American undergraduates from Navajo Community College in scientific research  
Acquaint these students with the University of Arizona, so that if they choose to transfer to a four-year institution the transition will be smooth  
Increase the number of Native Americans in the biological and biomedical sciences
- Partners:** University of Arizona Biology Department; Navajo Community College
- Targets:** Native American undergraduates attending any institution of higher education
- Selection Criteria:** Interest in biological or biomedical research  
Completion of a college-level introductory biology course  
Completion of 30 college-level credit hours prior to program entry
- Duration:** 10 week summer program
- Impact:** Long range impact will not be known for years. In the short term, eleven students have participated.
- End Date:** 1993 (at present)
- Director and Address:** Dr. Michael Wells  
Dr. Carol Bender (contact)  
Department of Molecular and Cellular Biology  
University of Arizona  
Tucson, Arizona 85721  
(602) 621-9348  
  
Mr. James Matlock, Instructor  
Navajo Community College  
Tsaile, Arizona  
(602) 724-3311

## **Project 2001 Attainable Higher Education**

<b>Objectives:</b>	Instill in the minds of parents and elementary school children that higher education is an attainable goal
<b>Partners:</b>	A strong community network is the key to the strength of this program. Some participating partners are: Avondale School District #44; Agua Fria Union High School; City of Avondale; City of Goodyear; Garcia's Market, Inc.; Litchfield Rotary Club; Avondale Community Action Program
<b>Targets:</b>	Minority students and their parents are the primary targets. Other students are not excluded.
<b>Selection Criteria:</b>	High concentration of minority students  Willingness of teachers and administrators to participate in the program
<b>Duration:</b>	Integrated into the regular curriculum; one day is designated to incorporate material about pursuing higher education. Students then have the opportunity to ask questions about anything concerning colleges and universities.
<b>Impact:</b>	The first student and parent workshop held in 1990 had 25 attendees. The last workshop held that year had over 200 attendees.  In early presentations, few students responded positively to questions about who was going to college. At the end of the school year, almost all students responded positively to the same question.
<b>End Date:</b>	Indefinite
<b>Director and Address:</b>	Dr. Juan Acosta Arizona State University West Student Affairs/Minority Student Services 4701 West Thunderbird Road Phoenix, Arizona 85069-7100 (602) 543-8148

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## Arizona Minority Education Access and Achievement Cooperative

The Arizona Minority Education Access and Achievement Cooperative (AMEAAC) is a voluntary association of senior-level public education officials and citizens. It was formed in 1989 by the chief executive officers from the three boards that govern Arizona's public education systems: Arizona Board of Regents, State Board of Education, and State Community College Board. An Operating Committee assists the Board in carrying out its work.

AMEAAC's primary mission is to assist the three governing boards and their institutions in the fulfillment of their commitments to improve minority educational achievement through cooperative planning, program development and shared expertise. Specifically, its mission is to: advocate the development of mutually supportive public education goals for each system for minority achievement; promote the use of inter-board partnerships to develop complementary public education policies to enhance minority achievement; maintain a leadership role in facilitating interaction among governing boards, faculties and administrations to develop partnerships; maintain a leadership role in promoting interaction among educational institutions and external organizations; support acquisition of resources targeted to promote minority achievement partnerships; and develop and support public education programs to inform the citizens of the state about the importance of improving minority student achievement.

Arizona Minority Education Access and Achievement Cooperative  
1535 W. Jefferson  
Phoenix, Arizona 85007  
(602) 542-4810



## Morrison Institute for Public Policy

Established in 1981 through a gift from the Morrison family of Gilbert, Arizona, Morrison Institute for Public Policy is an Arizona State University (ASU) resource for public policy research, expertise, and insight. The Institute conducts research on public policy matters, informs policy makers and the public about issues of importance to Arizona, and advises leaders on choices and actions. A center in the School of Public Affairs (College of Public Programs), Morrison Institute helps make ASU's resources accessible by bridging the gap between the worlds of scholarship and public policy.

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Morrison Institute for Public Policy  
School of Public Affairs  
Arizona State University  
Tempe, Arizona 85287-4405  
(602) 965-4525



